

## Section 3

### Instructor Certification Course Outline

#### I. COURSE INTRODUCTION

Introduction to instructional goals and objectives for the AICP.

#### II. POST BASIC COURSE INSTRUCTIONAL SYSTEM

Describe orally, or in writing, the POST Regular Basic Course Instructional System. The description should include the purpose of each component.

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**Note:** Have students demonstrate (e.g., participate in a discussion) their familiarity with the unique qualities of the Regular Basic Course Instructional System.

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##### A. Historical Overview

##### B. POST Commission Authority – Penal Codes

1. 13500 P.C.

2. 13503 P.C.

3. 13510 P.C.

4. 13510.1P.C.

##### C. POST Academy Certification Process

##### D. Basic Course Management Guide

###### 1. Basic training mission

a. Prepare students mentally, morally, emotionally, and physically to perform the duties of a peace officer.

b. Core competency areas

1) Professional reasoning

2) Human relations/communications skills

3) Problem solving

4) Job knowledge

5) Physical skills

2. Academy policy development
- E. Commission Procedure D-1-3 – Academy requirements
  1. Learning domain system
    - a. Learning need
    - b. Learning objectives
    - c. Hourly requirements
    - d. Instructional activities
    - e. Tests (written, scenario, and exercise)
  2. Learning objectives and educational objectives
  3. Delivery formats
    - a. One part instructional sequence (intensive and extended)
    - b. Modules III, II, and I (reserve training)
  4. Training specifications

### III. ROLES AND RESPONSIBILITIES OF THE INSTRUCTOR

The student will demonstrate the qualities of a responsible instructor.

- A. Instructor selection guidelines
- B. Instructor qualities
  1. Possess subject matter expertise
  2. Be considerate
  3. Be enthusiastic
  4. Facilitate student learning
- C. Instructor responsibilities
  1. Modeling desired behavior/performance
  2. Appropriate/inappropriate behavior
  3. Diversity of roles

D. Faculty/Staff Code of Conduct

E. Ethics of instruction

#### IV. CONCEPTS OF ADULT LEARNING

The student will identify methods by which adults learn and recognize different learning styles and types.

##### A. Adult learning

1. Andragogy vs. pedagogy
2. Learner-centered instruction
  - a. Relevance
  - b. Involvement
  - c. Discovery
  - d. Experience
  - e. Modeling

##### B. Learning styles and types

1. Auditory, visual, kinesthetic
2. Cognitive, affective, psychomotor

##### C. Facilitation

1. Listening actively
2. Paraphrasing
3. Communicating expectations
4. Using appropriate questioning techniques
  - a. Direct
  - b. Indirect
  - c. Controlling (close-ended) and discovery (open-ended)
  - d. Redirection of questions
5. Using planned responses
6. Eliciting participation from less outgoing members of class

7. Managing interaction and resolving conflicts and disruptions
8. Providing feedback and summary of course

V. POST INSTRUCTOR WORKBOOK SERIES

The student will choose a workbook consistent with his or her knowledge and develop a related activity.

- A. Instructional sequencing
- B. Instructional design methodology
- C. Student needs and objectives
- D. Self-assessment exercise (quiz)
- E. Learning activities

VI. ELEMENTS OF A TRAINING PLAN

The student will develop a training plan for the learning domain based on the workbook content.

- A. Lesson Plan
  1. Subject
  2. Learning objectives
  3. Learning needs
  4. Activities
  5. Resources
  6. Schedule
- B. Prerequisites
- C. Facility
- D. Testing
- E. Expectations

## VII. DELIVERY STRATEGIES

Given a particular learning objective and situation, the student will select and explain appropriate instructional delivery strategies.

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- A. Large group
    - 1. Guided discussion
    - 2. Case studies
    - 3. Lecture
    - 4. Demonstration
    - 5. Practical activity
  - B. Small group
    - 1. Icebreakers
    - 2. Training games
    - 3. Role playing or scenarios
    - 4. Case studies
    - 5. Tabletop
  - C. Individual
    - 1. Paper and pencil
    - 2. Presentation
    - 3. Research/homework

## VIII. INSTRUCTIONAL RESOURCES

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**Note:** *This can be a discrete component or infused throughout.*

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The student will be able to use a variety of instructional resources.

- A. Appropriate selection and use of various resources

B. Practical demonstration and use of various aids

1. Projected (POST videos)
2. Non-projected
3. Printed
4. Electronic

C. Pros and cons

D. Tips

IX. PRESENTATION SKILLS

The student will demonstrate use of appropriate presentation skills in a simulated or actual classroom presentation.

A. Presence

1. Appearance
2. Personable, approachable, receptive
3. Respect for learners

B. Appropriate language and word choice

C. Nonverbal skills

1. Body language
2. Posture
3. Gestures
4. Eye contact
5. Movement
6. Proxemics
7. Paralanguage
  - a. Inflection
  - b. Rate

- c. Cadence
  - d. Pitch
  - e. Modulation
  - f. Volume
- D. Observation skills
  - 1. Ongoing evaluation of learner behavior
  - 2. Adapting instruction
  - 3. Level of comprehension
  - 4. Awareness of learner concerns
- E. Classroom management skills
  - 1. Outside interruption
  - 2. Disruptive student behavior
  - 3. Building a positive learning environment
  - 4. Breaks
- X. BASIC COURSE EVALUATION, TESTING, AND REMEDIATION

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**Note:** Consider the use of a subject matter expert in coverage of this topic.

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The student will describe the methods used in the Regular Basic Course to evaluate learning.

- A. Preparation and presentation of testing
- B. Scenario testing and exercise testing
  - 1. Job-related simulations and skilled movement testing
  - 2. Each student must demonstrate mastery of cognitive, affective, and psychomotor training objectives
- C. Future POST Basic Course testing – Mid-term and final



- D. Remediation procedures
- E. Role of academy coordinators and instructors

XI. REVIEW AND EVALUATION OF CLASS

- A. Expectations for demonstration and verification of competencies
- B. Participation in demonstrations and evaluations of competencies
- C. Familiarization with the Competency Verification Checklist

